

**COMMISSION ON TEACHER CREDENTIALING**

PROFESSIONAL SERVICES DIVISION

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**TO: Program Sponsors Having Preliminary Multiple and Single Subject Teacher Preparation Programs Implementing the California Teaching Performance Assessment Model (CalTPA)**

**FROM: Lawrence W. Birch, Director, Professional Services Division**

**DATE: March 28, 2008**

**RE: California Teaching Performance Assessment Model (CalTPA) Implementation Information**

In response to questions that have recently been communicated to CalTPA staff, this letter will provide additional policy and implementation information to programs that are using the California Teaching Performance Assessment model.

***Double-scoring requirement.*** Programs are required to double-score 15% of the total responses to each task. The purpose of the double-scoring requirement is to assure ongoing inter-rater reliability and fairness to all candidates. The results of the double-scoring process can also be used by programs as an indicator whether assessors need retraining or recalibration over time.

***Sequence of the four CalTPA tasks.*** The CalTPA model is intended to be used in the order in which the tasks are presented (i.e., Subject-Specific Pedagogy; Designing Instruction; Assessing Learning; and Culminating Teaching Experience). Programs may present a rationale for an alternative sequence within their responses to program standards 19-21; however, programs should be aware that the Assessing Learning and the Culminating Teaching Experience are designed to be completed during a student teaching/Intern sequence when the candidate is providing instruction to actual K-12 students in a classroom setting.

***Scoring of the four case studies within the Subject-Specific Pedagogy task.*** All four of the case studies within the Subject-Specific Pedagogy task should be scored by the same assessor, since each of these case studies is interrelated, and because of the connectivity of the candidate responses to each case study within the task.

***Bilingual candidates and candidates in an immersion setting.*** Some candidates are in bilingual settings and/or immersion settings where English may not be used. In these cases, candidates can use English in their responses to the first two tasks (Subject-Specific Pedagogy and Designing Learning) since these two tasks do not involve direct instruction with actual K-12 students.

**Lead Assessors.** Programs must designate an individual to be a lead assessor. Individuals may not propose themselves, and they may not sign up for Lead Assessor training unless they are sponsored by a program. Lead Assessors must have calibrated on all four tasks in order to be a Lead Assessor.

**Online recalibration for assessors.** The Commission is developing an online process for recalibration of assessors who have not scored within a six-month time period. The online process is expected to be available by July 1, 2008.

**Requirement for English Learner focus students.** All candidates must have experience with English learner students, as required in the SB 2042 Teacher Preparation Program Standards.

**Maintaining records of candidate performance on the teaching performance assessment.** Program sponsors should treat and maintain candidate records of performance on the teaching performance assessment as part of their overall student records in accordance with institutional policies and practices concerning official student records. Program sponsors will also want to take into consideration the maintenance and availability of aggregate candidate data for accreditation purposes. Programs sponsors should dispose of any TPA-related records and materials in a secure and confidential manner.

**Requirement to implement the model as designed.** All programs must implement the CalTPA model as it was originally designed and validated. During the pilot phase of voluntary implementation, programs have been able to modify forms and/or procedures. However, once the TPA requirement becomes mandatory as of July 1, 2008, programs must use the forms such as the Record of Evidence (ROE) as provided by the Commission model in their original, unmodified format and language. This policy will ensure equity and fairness to all candidates, and assure that CalTPA results will be generalizeable across programs.

**Phase-in timeline for multiple and single subject candidates.** For the 2008-09 school year, the Subject-Specific Pedagogy task is available for implementation with multiple subject candidates and with candidates in the four single subject areas of English, Mathematics, History-Social Science, and Science. All program sponsors using the CalTPA model must implement all four tasks with these candidates.

The Subject-Specific Pedagogy task will not be available for use with candidates in all of the nine other single subject content areas (Art, Agriculture, Business, Health Science, Home Economics, Industrial and Technology Education, Languages Other Than English, Music, and Physical Education) and will also not be available for use with candidates in the four Science Specialized credential content areas (Specialized Biological Science; Specialized Chemistry; Specialized Physics, and Specialized Geoscience) until the 2009-10 school year.

The chart on the next page illustrates the CalTPA implementation process and timeline.

Date	Credential Type	Assessment	Score
July 1, 2008	Multiple Subject	Four CalTPA tasks: Subject-Specific Pedagogy; Designing Instruction; Assessing Learning; Culminating Teaching Experience	Cumulative score of 12 with no task score below a score level of 2. Programs may set a higher minimum score level per task.
	Single Subject: English Mathematics History/Social Science Science: regular Biology, Chemistry, Geoscience, Physics	Four CalTPA tasks: Subject-Specific Pedagogy; Designing Instruction; Assessing Learning; Culminating Teaching Experience	Cumulative score of 12 with no task score below a score level of 2. Programs may set a higher minimum score level per task.
	Single Subject: Art; Agriculture; Business; Health Science; Home Economics; Industrial and Technology Education; Languages Other Than English; Music; Physical Education; and Specialized Science (Biology, Chemistry, Physics, Geoscience)	Same as under Interim Teacher Preparation Program Standard 19 or alternative method proposed by program sponsor	Based on assessment process
July 1, 2009	Multiple Subject and all Single Subjects	Four CalTPA tasks: Subject-Specific Pedagogy; Designing Instruction; Assessing Learning; Culminating Teaching Experience	Cumulative score of 12 with no task score below a score level of 2. Programs may set a higher minimum score level per task.

### TPA Contact information

Program sponsors may use any of the following contact options:

General email: [tpa@ctc.ca.gov](mailto:tpa@ctc.ca.gov)

CalTPA Consultant email: [ssullivan@ctc.ca.gov](mailto:ssullivan@ctc.ca.gov); [wbacer@ctc.ca.gov](mailto:wbacer@ctc.ca.gov)

TPA administrator: [pjacobson@ctc.ca.gov](mailto:pjacobson@ctc.ca.gov)

Standards 19-21 Responses: [tjanicki@ctc.ca.gov](mailto:tjanicki@ctc.ca.gov); [danderson@ctc.ca.gov](mailto:danderson@ctc.ca.gov)